

SOCIAL STUDIES/LANGUAGE ARTS

HOMELESS LESSON PLAN

Rationale: This is a quite lengthy piece of evidence, but I feel it is very valuable. This is the very first lesson that I taught in my 201 field experience. For this lesson I initially handed out a graphic organizer and asked the students to jot down their thought about homelessness. Then, I directed a conversation about homeless people and how we stereotype this particular population of people. During our conversation I asked questions about how the students thought a person became homeless, their reactions were pretty stereotypical, “they are lazy, they are sick...” I displayed a picture, through PowerPoint, on the screen of a house that had obviously been destroyed by fire, and I simply asked, “What do you think happened here? Where did these people end up?” The students changed their answers, some voiced, “oh, I hadn’t thought of that.” The house on the screen was mine, and while we were never on the street I explained to the students that had we not had good insurance, we may have ended up on the street and that we can’t assume that we know why a person is a certain way. It was clear that I had affectively **Communicated** my thoughts and the students were thinking about our conversation, **Teacher Standard Six**. After the discussion we read “Homeless” by Anna Quindlen. Following the reading the students wrote down what they had learned about the homeless and were assigned to write a first person essay. This shows that I understand the use of formal and informal assessment, **Teacher Standard Eight**. Through this lesson I demonstrate that I know the content that I am teaching, **Teacher Standard One**. I also effectively taught the students to think outside the box, **Teacher Standard Four**. Throughout this lesson the students were engaged, during work time some students were a little restless and I dealt with issues as needed, this demonstrates that I know how to control a classroom, **Teacher Standard Five**.

This semester I had to come up with a way to implement creative drama into a lesson plan. I chose to adapt this lesson plan. I thought that creative drama would **Communicate** more clearly the thoughts I was trying to get across. Although I did not actually teach this lesson, it does show my ability to use **Integrative Interaction** to help the students think at a deeper level and gain better understanding of the concept that is being taught.

I feel that the improvements in this lesson also shows that I am a reflective teacher and can look back at my work to assess where there is room for improvement and growth, **Teacher Standard Nine.**

Homeless

By Anna Quindlen

Her name was Ann, and we met in the Port Authority Bus Terminal several Januarys ago. I was doing a story on homeless people. She said I was wasting my time talking to her; she was just passing through, although she'd been passing through for more than two weeks. To prove to me that this was true, she rummaged through a tote bag and a manila envelope and finally unfolded a sheet of typing paper and brought out her photographs.

They were not pictures of family, or friends, or even a dog or cat, its eyes brown-red in the flashbulb's light. They were pictures of a house. It was like a thousand houses in a hundred towns, not suburb, not city, but somewhere in between, with aluminum siding and a chain-link fence, a narrow driveway running up to a one-car garage, and a patch of backyard. The house was yellow. I looked on the back for a date or a name, but neither was there. There was no need for discussion. I knew what she was trying to tell me; for it was something I had often felt. She was not adrift, alone, anonymous, although her bags and her raincoat with the grime shadowing its creases had made me believe she was. She had a house, or at least once upon a time had had one. Inside were curtains, a couch, a stove, pot holders. You are where you live. She was somebody.

I've never been very good at looking at the big picture, taking the global view, and I've always been a person with an overactive sense of place, the legacy of an Irish grandfather. So it is natural that the thing that seems most wrong with the world to me right now is that there are so many people with no homes. I'm not simply talking about shelter from the elements, or three square meals a day, or a mailing address to which the welfare people can send the check--although I know that all these are important for survival. I'm talking about a home, about precisely those kinds of feelings that have wound up in cross-stitch and French knots on samplers¹ over the years.

Home is where the heart is. There's no place like it. I love my home with a ferocity totally out of proportion to its appearance or location. I love dumb things about it: the hot-water heater, the plastic rack you drain dishes in, the roof over my head, which occasionally leaks. And yet it is precisely those dumb things that make it what it is--a place of certainty, stability, predictability, privacy, for me and for my family. It is where I live. What more can you say about a place than that? That is everything.

Yet it is something that we have been edging away from gradually during my lifetime and the lifetimes of my parents and grandparents. There was a time when where you lived often was where you worked and where you grew the food you ate and even where you were buried. When that era passed, where you lived at least was where your parents had lived and where you would live with your children when you became enfeebled. Then,

suddenly, where you lived was where you lived for three years, until you could move on to something else and something else again.

And so we have come to something else again, to children who do not understand what it means to go to their rooms because they have never had a room, to men and women whose fantasy is a wall they can paint a color of their own choosing, to old people reduced to sitting on molded plastic chairs, their skin blue-white in the lights of a bus station, who pull pictures of houses out of their bags. Homes have stopped being homes. Now they are real estate.

People find it curious that those without homes would rather sleep sitting up on benches or huddled in doorways than go to shelters. Certainly some prefer to do so because they are emotionally ill, because they have been locked in before and they are determined not to be locked in again. Others are afraid of the violence and trouble they may find there. But some seem to want something that is not available in shelters, and they will not compromise, not for a cot, or oatmeal, or a shower with special soap that kills the bugs. "One room," a woman with a baby who was sleeping on her sister's floor once told me, "painted blue." That was the crux² of it; not the size or location, but pride of ownership. Painted blue.

This is a difficult problem, and some wise and compassionate people are working hard at it. But in the main I think we work around it, just as we walk around it when it is lying on the sidewalk or sitting in the bus terminal--the problem, that is. It has been customary to take people's pain and lessen our own participation in it by turning it into an issue, not a collection of human beings. We turn an adjective into a noun: the poor, not poor people; the homeless, not Ann or the man who lives in the box or the woman who sleeps on the subway grate.

Sometimes I think we would be better off if we forgot about the broad strokes and concentrated on the details. Here is a woman without a bureau. There is a man with no mirror, no wall to hang it on. They are not the homeless. They are people who have no homes. No drawer that holds the spoons. No window to look out upon the world. My God. That is everything.

1. cross-stitch and French knots on samplers: two kinds of fancy stitches on hand-embroidered cloths.

2. crux: the most important point.

Dade-Monroe Teacher Education Center retrieved from
<http://www.miamisci.org/tec/mssstory.html> on 2/13/09

Lesson Plan for “Homeless” by Anna Quindlen

Grades 6-8

For the student:

Goal: Write proficiently in various types of writing. To write a 1st person essay including information from story and our discussion in class.

Learning: The students will participate in a class discussion on homelessness and review what 1st person is in writing and the write their own essay.

Performance: Assessment of understanding will be determined by their contribution to class discussion and writing performance.

For the teacher:

Personal Goal: To effectively present the topic of homelessness and to get the students to think more in depth about it and how it is relevant to them in their lives.

Materials: Fire scrapbook and handout/ attached

Intro: Hand out work sheet/ as we discuss homelessness record answer to the questions, you will be writing an essay and these notes will be helpful to you. Homelessness what does this mean? What do you know about it? Who is homeless? Men, women children? How many homeless are their in America? There isn't a definite number, why not?

Demo: Why do you think that people are homeless? What happened in their lives that brought about homelessness?

Share about my house fire. There are many reasons why someone could be homeless. What else would you like to know about homeless people that you don't know? Write that on your sheet.

As we read, pay attention to what the author says about this topic. Also as we read, pay attention to the fact that the author writes in first person, what does that mean? (I, me, my, we, and us)What is the purpose of using the first person voice? (Less formal, better able to share personal feelings on topic)

Participation: Students will have contributed to class discussion, recording information on their handout, story will be read aloud in class.

After reading I'll give them a few minutes to think about and fill in the final column on their handout.

Talk again about first person essay and ask for specific examples from the story. Have the students write their essays including information that we talked about and information from the reading.

**What do I know
about
homelessness?**

**What do I want to
know about
homelessness?**

**What have I
learned about
homelessness?**

Student Work

10/16/07
Reading
Homeless

Homeless, hmmm, not so much a good thing. But from this story I learned that its not always so much the person's fault. As you pass homeless people on the street you see how poorly they are treated and how disrespectful people are to them. One thing I don't get is why some homeless people don't go to the shelter? I personally think that they could get back on their feet and get a job and money if they went to the shelter.

With homeless people their provisions are their everything since they don't have a house. And since they don't

probably don't have enough
survival needs for their kids
if they have any they
have to either get a family
member into taking the child
or put them up for adoption.
Homeless people ^{don't} like to think
about them selves as homeless
poor people but if you think
about it they have nothing
else to think about themselves.

An experience I have with homelessness
is when my parents divorced.
I had lived with my dad at
first and my Mom pretty much
kept his life together and he
had lost his job. Me and my Dad
had stayed in a shelter for
a weeks then he moved in with
my Grandma and I moved in
with my Mom. I know how they
feel because when I was there
it felt horrible.

What do I know about homelessness?

Is that they
look for cans
Have bags
Uses cart
live in boxes
Sleep in the
Streets.
No job
Droke No
money
Alcoholic

What do I want to know about homelessness?

Why they
live on the
street
Why they
drink

10/6/07
What have I learned about homelessness?

That if you
homeless you
could of lost
your house

1
Key

Homeless

The thing I know about Homeless is that they look for cans to get there money. They carry bags that have clothes, food, and blankets. Another I know is that they sleep in the street. Also they don't have a job, and they make no money. Last they probably don't have no education. The way I feel about homeless is very sad because they don't have a good life. The one thing I learned is that you could be homeless and have a job, and not have a home to live in.

10-16-07
Reading.



Lesson Plan and Observation Assessment Form – ED 201
Student Name: Heather McKinstry

Observation # 1

PLANNING AND PREPARATION

Standards 1,7 (Conceptualization, Diagnosis)

Knowledge, Skills, Dispositions	Evidence
<input type="checkbox"/> The candidate uses teaching resources and curriculum materials and makes some evaluations about their usefulness. <input type="checkbox"/> The candidate engages students in learning as they teach lessons in a field experience. <input type="checkbox"/> The candidate understands the importance of connecting instruction to students' experiences. <input type="checkbox"/> The candidate believes that plans must always be open to adjustment and revision based on student needs. <input type="checkbox"/> The candidate values the importance of planning as an integral part of teaching. <input type="checkbox"/> The candidate selects and creates learning experiences that are appropriate and relevant to learners.	Yes, I asked questions, the students interacted, I shared a personal experience that brought a new perspective and thought to homelessness. I prepared my lesson plan in advance and gave thorough thought to my preparations.

___ No Evidence

___ Minimal Evidence

 X Sufficient Evidence

___ Extensive Evidence

CLASSROOM ENVIRONMENT

Standards 2,3,5 (Coordination, Integrative Interaction)

Knowledge, Skills, Dispositions	Evidence
<input type="checkbox"/> The candidate encourages discussion, listens and responds to group interaction, and elicits samples of student thinking orally and in writing when teaching field lessons. <input type="checkbox"/> The candidate respects students as diverse individuals <input type="checkbox"/> The candidate is sensitive to community and cultural norms. <input type="checkbox"/> Recognizes opportunities to demonstrate multiple perspectives. <input type="checkbox"/> The candidate monitors independent and group work in field settings.	Yes, I asked question and encouraged responses. Students were given a hand out to record the things that we talked about. We talked about various reasons for homelessness. As the students worked on their assignment, I circulated through the room and answered questions.

___ No Evidence

___ Minimal Evidence

 X Sufficient Evidence

___ Extensive Evidence

INSTRUCTION

Standards 4, 6, 7 (Communication, Coordination, Diagnosis, Integrative Interaction)

Knowledge, Skills, Dispositions	Evidence
<input type="checkbox"/> The candidate evaluates learning goals and considers alternative strategies and materials to meet student needs. <input type="checkbox"/> The candidate uses some teaching and learning strategies to engage students in active learning opportunities. <input type="checkbox"/> The candidate teaches lessons in which concepts are clearly and accurately presented. <input type="checkbox"/> The candidate is a thoughtful and responsive listener. <input type="checkbox"/> The candidate models appropriate communication strategies in conveying ideas and information and in asking questions. <input type="checkbox"/> The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences. <input type="checkbox"/> The candidate understands the importance of connecting instruction to students' experiences. <input type="checkbox"/> The candidate believes that plans must always be open to adjustment and revision based on student needs. <input type="checkbox"/> The candidate values the importance of planning as an integral part of teaching. <input type="checkbox"/> The candidate selects and creates learning experiences that are appropriate and relevant to learners.	<p>Yes, again asking questions, listened to their answers, branched off of their answers and repeated their answers if necessary for the whole class to hear. Also, I shared a power point and personal story. Asked if they knew of anyone who had been homeless.</p> <p>Gave a very brief review of what first person essay was.</p>

___ No Evidence

___ Minimal Evidence

 X Sufficient Evidence

___ Extensive Evidence

ASSESSMENT

Standards 8,9 (Diagnosis, Integrative Interaction)

Knowledge, Skills, Dispositions	Evidence
<input type="checkbox"/> The candidate appropriately uses some assessment techniques to enhance her or his knowledge of learners and modify teaching and learning strategies. <input type="checkbox"/> The candidate evaluates the effect of class activities, collecting information through observation of classroom interactions and questioning. <input type="checkbox"/> The candidate is committed to reflection, assessment, and learning as an ongoing process. <input type="checkbox"/> The candidate is willing to give and receive help. <input type="checkbox"/> The candidate uses classroom observation from the field to reflect on and revise practice.	<p>Yes, There were quite a few questions for clarification of the assignment. All of the students did the assignment and did it correctly.</p>

___ No Evidence

___ Minimal Evidence

 X Sufficient Evidence

___ Extensive Evidence

PROFESSIONALISM

Standard 10 (Communication, Integrative Interaction)

Knowledge, Skills, Dispositions	Evidence
<ul style="list-style-type: none">• Relates professionally and effectively with the cooperating teacher and faculty• Dresses professionally and consistently portrays a professional demeanor	Yes. My CT let me know what they would be working on and has given me a reading text to keep up with them. I wore dress pants and sweater.

___ No Evidence

___ Minimal Evidence

 X Sufficient Evidence

___ Extensive Evidence

Summary Statement and Areas to Concentrate on Improving:

I did a food job talking about homelessness and helping the students understand the different ways people become homeless. I did not use all of the questions that I had written out. I should have made a whole power point with the questions listed, so they could have come up one by one and kept us on the right track. Also, I forgot to talk about first person essay before we read the story in my lesson plan I wrote that we would talk about looking for characteristics of the essay that would give them clues as how to write their essay and I forgot. Again preparing a power point would have kept me on track.

School: Alcott
Reading/English
Cooperating Teacher: Jennie Christensen
Student Name: Heather McKinstry

Grade/Subject: 6-8 Grade
Number of Students: 23
Date: 10/16/07

Professor Feedback

HEATHER MCKINSTRY • 10/16/07 • 6th grade • Observation 1

Time	Teacher	Students	Comments
8:15 AM	Write down on your papers what you know about homelessness?		
	How do people become homeless?	Bankrupt, too much debt	
	Does anybody know anyone who was homeless?	America's most wanted	
	Downtown, a man holding a McDonald's cup.		
		My grandpa's brother, lived behind a building in an abandoned car	
		A man near my house lives in the bushes.	
	After I went to college, there were bums, homeless people all over the area of downtown Minneapolis. One day, a homeless man asked us for money, and we screamed and ran to our car. A lot of times they don't have a lot of social skills. Another way people become homeless is that tragedy strikes their life.		
	Starts powerpoint		
	It took me a while to realize this, as I was sitting there and reading it, looking through the lesson plan for homelessness. The house on the right was my house, and this happened two years ago. My family was homeless for about two months. We lost everything we had, except a couple of pictures, and a table.		Great to make this connection to your life. They are totally with you. Also, making the powerpoint is so helpful, they can all see really well.

Time	Teacher	Students	Comments
		Girl near me is writing what she knows about homelessness.	
	Explains about your own house. If we wouldn't have had insurance to restore our stuff. We had to pay for someone to tear down the house.	Quiet, listening.	
	So if this happens to someone else, and they don't have insurance, they could be in a hard place.		
		Why did the fire start?	
	The neighbor's house had a heating pad, and it malfunctioned, they tried to fight the fire themselves, but it got out of control and spread to our house. It		
	So I've never been on the street, but I know what it's like to lose everything, and not have what you consider to be your home. We're going to read-- does anybody like to read out loud?		
		Female student raises hand, starts to read.	Students are focused, listening to her.
			Really nice how you made a personal connection for them-- it reduces the distance they might feel from the subject of the story.

Time	Teacher	Students	Comments
8:21 AM	Does anyone else want to read?	Another female student starts to read. She's an expressive reader, easily heard by the rest of the students.	
		hesitates on "ferocity" and "proportion".	These might be good as followup vocabulary words for the class.
		"predictability"	Those multisyllabic ones are the only ones tripping her up.
	Begins reading where student left off. turns page	All students turn page.	
			Your voice is clear, authoritative, positive.
	Would someone else like to read?	Male student reads.	
8:24 AM	What did you guys learn t	That some people aren't homeless, they just don't have homes	
	What do you think that meant?	That we shouldn't call them homeless, because ...	
	Do remember reading a reason why they might be homeless? Mental illness was in there. do you know what mental illness is?	They're sick	
	Right, they're sick, down and out, don't have a job, they do lose their mind a little bit, sick and can't work	Some homeless people are scared of going to the shelters.	

Time	Teacher	Students	Comments
	They're scared of going to the shelters. Why?	Because they're scared of what people might think of them.	8:21 AM
	I saw a movie once called "Stone Pillow", and the woman was afraid when people took her things to clean them?		
	All right. When we read this, I was supposed to talk about this before, but I forgot. When she wrote this, what person was this written in?	1st.	
	First. Okay. This is a personal story, she wrote her personal feelings about this, how she felt when she met Ann, how she felt about her own home. What you guys are going to do with the notes that you've taken, you can maybe take a few more notes, from what I said or what we read. Then you guys are going to write a first person essay about what you knew about homelessness, what you know now, how it makes you feel.		8:24 AM
	We'll give you a couple of minutes to work on that.		
8:30 AM	Do you want them to work in their journals?		
	CT: That would be fine.		
	circulates around room.		

Time	Teacher	Students	Comments
	So you guys can take out your notebooks and start writing. If you have any questions raise your hands and I'll come around.		They generally seem focused on the task. The kids near me all have something written on their papers. You might think about giving them a chance to share what they've written on their worksheets with their tablemates.
		Boy comes over to you and asks something inaudible	
	What you know about homelessness.	On a separate sheet of paper?	
	Yeah.	Do you have a pencil?	
	Do I have a pencil? No. Maybe Ms. Chris has one. Abel needs a pencil.		
	CT brings pencil.		
	CT: You're supposed to write in your notebook		Maybe make the prompt for their writing assignment visible (board, powerpoint), since it seems like some kids have a few questions about it.
	What you knew before, what you learned, and how you feel about it. Did you change your mind about anything?		What kinds of experience do they have with writing essays? How might you make your criteria for such an essay explicit-- that is, you might make the prompt visible as well as the criteria...

Time	Teacher	Students	Comments
8:34 AM	Look at your notes if you need help, that's why I gave you that sheet, to remind you of what we talked about and what you learned...		
	To boy: an essay, about what you learned about homelessness and what you know now.		
	CT: did it change? What you knew about homelessness or how you feel?	So like, a paragraph?	
	CT: Yes. a nice paragraph. Not two-three sentences.		
	CT: to class: something about how you feel about it now, their perceptions of themselves.	to CT: Can I put "bums" as my heading?	
	CT: No.	What about hoboes?	
	CT: No, let's be more respectful than that.		
	HM circulating around classroom		

Adaptation for Creative Drama

Heather McKinstry
Lesson Plan for “Homeless” by Anna Quindlen
Grades 6-8

Wisconsin Model Academic Standard- English Language Arts

A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.

Wisconsin Model Academic Standard- Social Studies-Behavioral Science

E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development
E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society

Objective:

Through pantomime and discussion students will distinguish between stereotypes and reality of the homeless.

For the teacher:

Personal Goal:

To effectively present the topic of homelessness and to get the students to think more in depth about it and how it is relevant to them in their lives. I feel that it is very important for students at this level to understand issues of social justice, and how to respond in an appropriate way, when faced with real life experiences.

Materials:

- Pillow
- Blankets
- “Will work for food” sign
- Can
- Note cards with occupations written on them

Introduce:

In preparation for this lesson, the chairs will be in a circle with a blanket, a pillow, a can and a sign to represent a homeless person. Our assigned reading for today is, “Homeless” by Anna Quindlen, so we are going to talk about different emotions that are evoked by the thought of homelessness and stereotypes projected on this group of people.

Present:

What do you think when you see this representation of a homeless person? (hobos, bums, mentally ill) How do you think this person became homeless? (lazy, doesn’t want to work) So what emotions do you feel when you think about the homeless? (disgust,

disdain, confused, sad) If you walked past a homeless person on the street, how would you feel? (sad, mad, scared, disgusted)

Plan:

Using pantomime show me what these emotions look like. Students will pantomime emotions.

Play:

Everyone please stand up, and walk in a circle as though you are walking past someone on the street and project these emotions onto the “homeless person.” (That is the blanket and the pillows)

Now, let’s try something else. Let’s take our seats, and think about something else.

Plan:

What if you lost your job? How would that make you feel? (mad, sad, scared) What do you think would happen to you? (I’d get a new job) What if you couldn’t find a new job, and the bills started coming? How would you make it? Sometimes this is the reason why some people become homeless.

Play:

Let’s act this out. Remember no talking, As I talk about emotions I want you to depict those through pantomime. I would like each of you to come get a card. Each card has an occupation written on it. (Doctor, Hairstylist, Construction worker, police officer, Artist) I want each of you to act out whatever occupation you have picked. So now let’s start, you are at your job working hard, keep working, you’re doing a great job. Now, your boss comes in to talk to you. He tells you that he has to make cut backs and unfortunately you have lost your job. Now, this is shocking. You have to go home and tell your family. So pack up your things and take them home. This will be very difficult to do, you will be nervous and distraught. After you tell your family you begin to look for another job. You’re filling out applications, going from place to place, but you can’t find one. Soon the bills are due and you and your family can no longer stay in your home. Show me the emotion that you are feeling.

Reflect/Evalute:

Now, tell me about that last emotion. (scared, hopeless, unsure) Now, let’s think about the emotions we had in the beginning of our discussion about the homeless. Have you changed your mind a little? Do you feel like you could be a little more empathetic towards a person who is homeless? Let’s talk about some other ways that a person could become homeless. (Home burns down no insurance or not enough, mentally ill, veterans) I will read “Homeless” aloud.

Plan and Replay:

Now let's think about the emotions we feel now. (Compassionate, empathetic, understanding, wanting to help) What would these emotions look like? There is a can there next to the blanket, someone could put money in it, you could go buy a meal for the person. Alright, let's walk around and project our new emotions to the "homeless" person.

Assignment:

Write proficiently in various types of writing.(Milwaukee Public Schools Learning Targets, Grade 6, Language Arts) Write a 1st person essay including information from story, our experience and discussion in class. Students will be assessed on their contribution to class discussion/pantomime and writing performance

Professor Feedback

TA 355—Creative Drama

Feedback on Assessment #1 for: Heather McKinstry

The lesson's objective clearly identifies in behavioral terms what the students will learn (in terms of disciplinary concepts, skills, and/or vocabulary).

Yes. Your objective is clearly focused. You want the students to pantomime stereotyped reactions to homelessness and, later, more empathetic reactions.

The lesson plan demonstrates the student's ability to design a meaningful and productive movement or pantomime activity.

Yes. The movement activities are very clearly focused. At first, the students pantomime stereotypic (or superficial) reactions to a homeless person who is represented by some props. Later, you have the students pantomime a series of actions that get them to explore the realities of homelessness from an "inside" perspective. After reading the selected essay, the students are challenged to pantomime more empathetic reactions based on 1) their guided exploration and 2) the reading.

The lesson's activity is an effective strategy for achieving the stated objective.

Yes.

The clear structure of the activity identifies the teacher's role(s) and provides for a range of simultaneous and creative participant responses.

Yes. The teacher is guide and leader. The students are responders and mimes.

The lesson purposefully integrates all six components of the creative drama process.

Yes. You do this purposefully and expertly. Instead of moving forward in a linear fashion, the lesson extends the usefulness of the structure by repeating the plan and play sections.

The lesson plan is detailed enough for an independent reader to understand the lesson's purpose and flow.

Yes. It is very well written. The lesson would be even stronger if it included your guided analysis of "Homeless." This would connect the lesson more integrally to the selected standard.

Heather,

This is an excellent adaptation of the lesson that you described to me after class. You've made significant and substantial changes to the lesson to highlight the usefulness of movement. This is very well done! Congratulations!

